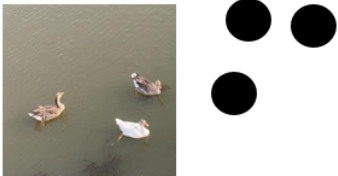


F1 - Autumn



Up to Number 3	spatial	Measure	Geometry
<p>Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>• In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) •</p> <p>Beginning to count on their fingers.</p> <p>Subitises one, two and three objects (without counting)</p> <p>Counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Beginning to recognise that each counting number is one more than the one before</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>Moves their bodies and toys around objects and explores fitting into spaces</p> <p>Begins to remember their way around familiar environments</p> <p>Responds to some spatial and positional language</p> <p>Explores how things look from different viewpoints including things that are near or far away</p>	<p>Explores differences in size, length, weight and capacity</p>	<p>Chooses puzzle pieces and tries to fit them in</p> <p>Recognises that two objects have the same shape</p> <p>Makes simple constructions</p>
			
<p>more, less, many, few</p> <p>Of two objects/amounts: greater, more, larger, bigger less, fewer, smaller</p>	<p>time days of the week: Monday, Tuesday... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinnertime, playtime today, yesterday, tomorrow before, after next, last now</p>	<p>how many more to make...? how many more is... than...?</p>	<p>shape, pattern flat curved, straight round hollow, solid corner face, side, edge, end sort make, build, draw</p>
<p>Count verbally as far as you can go can be included as daily counting practise - Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p>Subitising as daily practise.</p> <p>Include looking for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Links across maths curriculum are utilised E.g. Measure and shape used in number.</p>			